

CAKRAWALA PENDIDIKAN

**FORUM KOMUNIKASI ILMIAH
DAN EKSPRESI KREATIF
ILMU PENDIDIKAN**

Mengembangkan Pola Pikir Berwirausaha

**Membangun SMK Yang Unggul
Dalam Rangka Meningkatkan Daya Saing Lulusan
Untuk Menghadapi Persaingan Kerja
Di Era Masyarakat Ekonomi Asean (MEA)**

**Makna Simbol Dalam Komunitas Public United Not Kingdom (PUNK)
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Merajut Nasionalisme Ditengah Ancaman Disintegrasi Bangsa

**The Strength Of Natural Reader In The Teaching Of English
For Young Learners**

**Teachers' Speech Act And Politeness In EFL
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The Power Of Classroom Interaction In EFL Classes

Code-Mixing And Code-Switching In Various Indonesian Texts

**Analisis Kesalahan Mahasiswa STKIP PGRI Blitar
Dalam Menyelesaikan Soal Persamaan Deferensial Orde 1
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**The Effectiveness Of Counselling Learning Approach
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**The Effectiveness Sculpture Method In Teaching Writing
For English Department Students**

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**The Effect Of Repeated Reading Strategy On Reading Fluency :
The Case Of Students With Reading Difficulties**

Pemahaman Mahasiswa Berdasarkan Taksonomi Bloom

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THE EFFECTIVENESS OF COUNSELLING LEARNING APPROACH AND SCRABBLE GAME IN THE TEACHING OF VOCABULARY

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Abstrak : Masalah utama kenapa prestasi bahasa Inggris mahasiswa itu kurang baik, terletak pada kurangnya penguasaan kosa kata. Penelitian ini untuk mengetahui apakah CLA dengan media Scrabble game efektif bila diterapkan untuk mengajar kosa kata bahasa Inggris. Penelitian ini menggunakan metode eksperimental semu, dengan menerapkan desain *nonrandomized control group pre-test and post-test*. Subjeks penelitian ini mahasiswa semester 1 STIE Perbanas Surabaya tahun akademik 2016/2017. Kelas A berjumlah 58 mahasiswa sebagai kelompok control, kelas B berjumlah 60 mahasiswa sebagai kelompok eksperimental. Hasil penelitian membuktikan bahwa CLA dengan media Scrabble game sangat efektif digunakan untuk mengajar kosa kata.

Kata Kunci : Effectiveness, counselling learning approach, scrabble game

Abstract : The basic problem, why most of university students' English achievement is bad, lies on the lack of their vocabulary mastery. This study is to find whether Counselling Learning Approach (CLA) with Scrabble game is effective when applied in the teaching of vocabulary. The research method of this study was quasi experimental, applying nonrandomized control group pre-test and post-test design. The subjects of the study were the first semester students of STIE Perbanas Surabaya academic year 2016/2017. Class A of the first semester numbering 58 students as the control group and they were taught by using conventional method while class B of the first semester numbering 60 students as an experimental group. The result of the study has proved that Counselling Learning Approach with Scrabble game was very effective used in the teaching of vocabulary.

Key Words : Effectiveness, counselling learning approach, scrabble game

INTRODUCTION

The English language is the richest of all the languages and has the most extensive vocabulary. New words have entered and enlarged the vocabulary of English. Dr. Johnson's Dictionary of 1755 contains some 48,000 entries while the 20th century Oxford Dictionary lists more than 400,000 words. English vocabulary has played a vital role because every year new words appear, while others extend or change their meaning (Rajarajeswari. 2013). Moreover (Alqahtani. 2015) has states that vocabulary

learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms.

The basic problem, why most of high school students' English achievement is bad, lies on the lack of their vocabulary mastery. Richards and Renandya (2002), states: "*Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.*" So, vocabulary is a main skill

which should be mastered by the students to get and understand whole English skill; receptive skill (listening and reading) and productive skill (speaking and writing). The problem of student's lack of vocabularies appeared from how the teacher conducted the English subject in the class. In this decade, most of Indonesian English teachers of high school has taught the students by using a method focusing on the students score in doing the task and portfolio without paying any attention in their improvement on vocabulary. Recent research indicate that teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times don't know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz, 2008 as cited in Alqahtani 2015).

To solve that problem, the teacher of high school has to use an appropriate method in teaching English so that the students will be able to fully understand the written text or transform it into oral way. Alrabai (2016:22) has states that motivation, anxiety, society, culture, religion, teacher behavior, the curriculum and the teaching method are the causes of the students' low English achievement. He also points out that overcrowded classes, a lack of teacher training, and a lack of technology may also contribute to the poor EFL results.

THEORETICAL REFERENCES

Counseling Learning Approach

The Counseling-Learning Approach. One of the most basic ingredients for using CL was to bring personal qualities to the teacher-learner relationships and to learning activities. In order to help establish a personal atmosphere in a foreign language classroom, Curran (1972) provides a guideline by intro-

ducing six interrelated elements in learning. The acronym SARD symbolizes these six elements: Security, Attention-Aggression, Retention-Reflection, and Discrimination.

Counseling is defined as when someone is giving advice, assistance, and support to another who has a problem or as in some ways in need (Richards. 1986). From this statement, it can be drawn a meaning that the learner is the one who gets a problem and the one in need, while that who gives advice, assistance, and support is a counselor, since the counseling happens in the classroom and in the learning process, the counselor must be a teacher or in other word, the teacher functions as a counselor while the student is as a client. In the teaching and learning process, the interaction between the teacher and the student should be more or less in the same way as a counselor and a client, where the counselor ask many things the client need, and give assistant to them, in this way the two ways interaction happens. The goal of the interaction between the counselor (teacher) and the client (student) in the language learning is that the student could solve his/her problem in gaining the target language-English. Since there is humanistic relationship between the student and the teacher, this Approach is also called "*humanistic Approach*" (Richards 1986). Furthermore, Larsen-Freeman (1986) states that the student is as "whole person". Whole-person learning means that teacher consider not only their students' feeling and intellect, but also have some understandings of the relationship among students' physical reactions, their instinctive protective reactions and their desire to learn.

The reasons why counseling-learning Approach is used in teaching foreign language learners: 1) English is not a second language but it is really a foreign language for Indonesian people (rifai:2012); 2) Curran (1972) discovered

that adults often feel threatened by a new learning situation and by the fear that they will appear foolish and he believes that a way to deal with the fears of the students when the teachers become “language counselors.” Since the teachers are language counselors, they can help students overcome their negative feelings and turn them into positive energy to further their learning; 3) Brown (2001:26) states that the students often need direction, especially in the first stage, in which there is seemingly endless struggle within the foreign language.

Media

A medium (plural media) is a channel of communication, derived from the Latin word meaning “between”. The term refers to anything that carries information between a source and a receiver. Definition of media focus on use of technologies plus concepts and contexts (Dewdney & Ride, 2006; Flew, 2004; Heinich, 1996). Media are the means for transmitting or delivering messages and in teaching-learning perspective delivering content to the learners, to achieve effective instruction. Instructional Technology/ media for learning-teaching process provide with the tools to engage learners powerfully in the learning process. It greatly enhance the effectiveness of communication. If it is properly designed, skillfully produced and effectively used have great influence on teaching & learning because it produces impact of: Save time, Increase interest, Hold attention, Clarify ideas, Reinforce concepts, Add tone, Prove a point, Aid memory (Mohan, T. et al, 2001). Media can be used effectively in formal situation where students are working independently or teacher is working with other group of students. Media play a significant role in the education of students with exceptionalities children with disabilities in particular need special instructional treatment which is supplemented with adaptation and specially designed media

for effective instruction of such students. The most common use of media in an instructional situation is for supplemental support of the instructor in the class room to enhance learning. (Heinich, et al. 1996). Every application of media is somewhat unique but in any case it must be guided by both general principles of learning and the context in which these principles are employed. For the instructional use of media programs are designed intentionally to make the teaching-learning environment more interesting and effective (Locatis & Atkinson, 1990).

Types of Instructional Media

The different authors (Borich, 2002; Brown, Lewis, Harclerod, 1998; Kemp, 1998; Mehra, 1992; Chandra, 1989; McArtney, 1973) give classifications of media in different ways on the basis of those classifications a common grouping/ types of media may be made as: Print Media i.e. News Paper, Magazines, Digest, Journals, Bulletins, Handouts, poster etc. Graphic Media i.e. Overhead transparency Charts, graphs Models, dioramas, Maps, globes Photographic Media i.e. Still Pictures, Slides, Filmstrips, Motion pictures, Multi-images etc. Audio Media i.e. Audiotape, Audiocassettes, Records, Radio, Telecommunication etc. Television/ Video i.e. Broadcast television, Cable television, (Videotape Video cassettes, Videodiscs, Teletext, Videotext etc. Computers i.e. Minicomputer, Microcomputer etc. Simulations and Games i.e. Boards, Written, Human, interaction, Machine etc. The impact of use of media may increase by applying the following principles: 1) select material with appropriate attributes, 2) introduce material to learner by relating it to prior learning and indicating its relationship to present objectives, 3) present material under the best possible environmental conditions, 4) get feed back from viewers/ learners (Heinich etl. 1996, Brown, Lewis, Harclerod, 1998, Kemp & Daylon, 1998).

A teacher can make more effective use of media if he/she understand underlying concepts about teaching-learning process. Behaviorists stress external control over a learner's behavior, so specify behavioral (performance) objectives; instructional design and media are highly structured. While cognitivists stress internal or learner control over mental process, so specify cognitive objectives, allow learners to employ their own cognitive strategies.

Scrabble Game

Scrabble is a word game in which two to four players score points by placing tiles, each bearing a single letter, onto a gameboard which is divided into a 15×15 grid of squares. The tiles must form words which, in crossword fashion, flow left to right in rows or downwards in columns. The words must be defined in a standard dictionary. Specified reference works (e.g., the *Official Tournament and Club Word List*, the *Official Scrabble Players Dictionary*) provide a list of officially permissible words. The name *Scrabble* is a trademark of Hasbro, Inc. in the United States and Canada and has been sold by Hasbro's Parker Brothers division since 1999. Prior to 1999, it was sold as a Milton Bradley game. Outside the United States and Canada, *Scrabble* is a trademark of Mattel. The game is sold in 121 countries and is available in 29 languages; approximately 150 million sets have been sold worldwide and roughly one-third of American homes have a Scrabble set.

Scrabble Game as Media in Teaching Vocabulary

Actually there are many media in teaching vocabularies. There are flannel board, dictionaries, and electronic dictionaries and so on. Yet in this research will use a kind of word game called scrabble game. The students will play this game to increase their vocabularies and then practice it by tell something in front of the class or write some sentences. The effort of the linguist has strong basic because the

learner entertained with their everyday life, give chances to the student to more creatively because scrabble game as media in teaching English vocabulary is very effective and more interested because the students will be memorized the vocabulary without any difficulties because the enjoying the game of arranging word in the board. So that using scrabble game in teaching vocabulary will give achievement acquiring English. Scrabble game can increase motivation to learn the English for the students. They also have to add advantage of being memorable the words much less likely that the students will forget the words, and therefore the language practice in it, whereas language practice in even well constructed drill is usually very quickly forgotten and finally, scrabble game which helps to bring the students memorize more words. There are many functions of scrabble game in the teaching of vocabulary given by linguists. The function of scrabble game could be divided into four kinds, such as: 1) To enlarge vocabulary, 2) To increase vocabulary, 3) To deepen vocabulary, 4) To ice break vocabulary.

Vocabulary

A person's vocabulary is the set of words within a language that are familiar to that person. A vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language. Vocabulary is commonly defined as "all the words known and used by a particular person". Knowing a word, however, is not as simple as merely being able to recognize or use it. There are several aspects of word knowledge which are used to measure word knowledge. (Wikipedia.org)

Wilkins (1972) once said, " Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed. That statement showed us the importance of

vocabularies. There are some types of vocabularies, listening, speaking, reading, and writing vocabularies. All of those are the words that someone could recognize when read, write, listen or speak. These word give great influence in learning English as SMK students that use English as foreign language. As it has some difficulties to gain the vocabularies, we need some improvements in teaching vocabularies on through SMK student. For the example, we can use an approach that can be the best way for those students to get the aim of study.

In the past, vocabulary teaching and learning were often given little priority in second language programs, but recently there has been a renewed interest in the nature of vocabulary and its role in learning and teaching.

According to Kruse, vocabulary is an essential component of all uses of language. She also adds *“The skill needed to be able to guess the meaning of words from context, and discusses exercise that can be used to help students recognize prefixes, suffixes, and roots; read diagram and charts which may provides clues to the meaning of new vocabulary items; recognize definitions, infer meaning of words from context; and use grammatical clues to infer word meaning.”*

Although vocabulary is the one that is emphasized, it does not mean other kinds of language components-grammar and pronunciation-are less important. All of these aspects are learned together, because they are attached one to another. Vocabulary is extremely large and also varies. Nobody ever learns all the words in any language, but they can enlarge the number of words they have. Larger vocabulary the students have can help them in many ways; students' reading ability and writing ability will improve as they learn new words, and the more words they know the better their chance will be to do well on the

vocabulary questions, in the school. Therefore, it is highly essential for English teacher to help their students in mastering vocabulary along with grammar and pronunciation.

Meaning of Vocabulary

In some literature, we find the meaning of vocabulary. There are some definitions of vocabulary. According to Harimukti Kridalaksana, vocabulary is a component of a language that maintains all of information about meaning and using word in a language.

According to Webster's Ninth collegiate dictionary, vocabulary is a list or collection of words and phrase usually alphabetically arranged and explained or defined, a sum or stock of words employed by a language group individual or a work or in a field of knowledge, a list or collection of terms or codes available for use.

While according to Roget, vocabulary is an alphabetical list of word often defined or translated; the vocabulary includes idioms and two word verbs, all the words of language and specialized expressions indigenous to a particular field, subject, trade, or subculture.

From the above definitions, it shows that vocabulary is a component of language and number of words used by a person, class, profession, etc. In the communication and every aspect such as in trade, education, business, etc.

Kinds of Vocabulary

There are many classifications made by the experts in language area about the types of vocabulary. Djalinus Syah and Azimar Enong divide vocabulary into two parts, namely: general vocabulary and special vocabulary. The general vocabulary is the words that are used in general; there is no limited of field and user. Whereas special vocabulary, is the words that are used in the certain field or job, profession or special science and technology. Jo Ann Aeborsold and Mary Lee Field classified vocabulary into: active and passive vocabulary.

- a) Active vocabulary refers to put items which the learner can use appropriately in speaking or writing and it is also called as productive vocabulary, although, in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the students are supposed to know how to pronounce it well, they must know and be able to use grammar of the target language, they are also hoped the familiar with the collocation and understand the connotation meaning of the words, this type is often used in speaking and writing skill.
- b) Passive vocabulary refers to language items that can be recognized and understood in the context of reading or listening, and also called as receptive vocabulary. Passive vocabulary or comprehensions consist of the words comprehended by people, when they read or listen. In the first level of a course, the active vocabulary is more prominent. But when the students in higher level of study such as intermediate or advanced level passive vocabulary is more useful.

From the above explanation, we know that every expert in every book is different in classifying the kinds of vocabulary, because every person has different ways in showing and telling their opinions and ideas. It means that vocabulary is containing of two kinds function and content words.

Teaching English Vocabulary

The writer has assumption to fit explanation on some principles of teaching vocabulary, there are: 1) The teaching of vocabulary should be based on the students' ability, 2) The teaching of vocabulary should be suitable with student's capability, 3) The words are taught from easiest to the difficult. One of the principles that had been found useful in all methodological decisions is the principles of time effectiveness. The key in all, vocabulary teaching is to keep motivation high while

encouraging students to develop strategies that they can continue to use once they leave the classroom.

Strategy of teaching

The strategy in teaching vocabulary in English for SMK students by using Counseling Learning Approach (CLA) and scrabble game as follows:

1. The teacher greets the students, introduces herself, and the students should also introduce themselves.
2. The teacher sets the topics for the class and explains the procedure and sets the time limit using Indonesian language.
3. The teacher ask the students to play scrabble game with the words as much as the students can find by using their prior vocabulary.
4. In the teaching and learning process using the scrabble game, the teacher should stands behind the students much of the time, class setting is to reduce the superior knowledge and power of the teacher that can be threatening.
5. Ask the students to practice or to tell the difficult word in English based on the material from the text book and the word they can't make in scrabble board and sometimes give them clues.
6. Let them speak or tell their difficult words and don't disturb them during their speaking -in this case the student feel less threatening. However, the teacher shows them that she is listening and understands what they are saying. By understanding the students' English and how the students feel, the teacher could possibly overcome their problem or their negative feeling which otherwise block their learning. This is very important to determine the process of counseling.
7. Before the teacher puts the correct English, she pauses-she encourages the students initiative and independence- if no one

volunteers the meaning, the teacher write the difficult words and phrases herself and read them, the students are asked to listen and repeat two or three times until the students have correct pronunciation.

8. After they have learnt the words and the meaning, the students are asked to find the difficult words in English dictionary.
9. In this activity the teacher should be as a counselor: guide and care them patiently and avoid the frightening and threatening situation but make the class atmosphere relaxed and secure for the students.
10. Finally rewrite all of the words made by the students on the scrabble board, and ask them the meaning without see the dictionary.
11. In this phase, the students' vocabularies might be better than before and they can comprehend English text well.

Some Related Studies

Rifa'i (2011) has pointed out that Counseling-Learning Approach could be used in the teaching English for foreign language learners, because in this approach, the teacher become a language counselor who is a skillful helper of the students in attempting to internalize another language, and of course the students first and second language are recommended to be used as a medium of instruction.

Nurhaji (1998) stated that Flannel Board media could increase the vocabulary in motivate speaking achievement, in the school MA NW Pancor 1997/1998. The problem of this study is to what extent is the effectiveness of using Flannel Board in teaching vocabulary. The result of the analysis showed the mean score of the experimental group was 6,95 and the control group was 4,25. It can be concluded that the main score of experimental groups is higher than the main score of control group. It means that the Flannel Board is significance used in teaching English vocabulary.

METHOD

The type of this study was an experimental research. The method used was quasi applying nonrandomized control group, pre-test and posttest design. This design was used to identify and investigate the effectiveness of Counseling Learning Approach with Scrabble game in the teaching of vocabulary. Ary (2010:318) states that there were some reasons for taking this design; 1) The research was conducted without changing the setting of the class. 2) The research was executed using time schedule of the arranged by the institution as before.

In order to find out the effectiveness of Counseling Learning Approach in her teaching vocabulary, the researcher divided subject into two classes, one as a control and the other as an experimental group. Class A of the first semester numbering 58 students as the control group and they were taught by using conventional method while class B of the first semester numbering 60 students as an experimental group and they were taught by using Counseling learning Approach with Scrabble game. The research design is shown in table 1.

Table 1. Non-Randomized Control Group Pre-Test Post-Test Design

Group	Pre-test	Treatment	Post-Test
E : Experimental group	T ₁	X	T ₂
C : Control group	T ₂	-	T ₂

E : Experimental group

C : Control group

T₁ : Observation in Pre-test

T₂ : Observation in Post-test

X : Treatment of CLA with Scrabble game

FINDING

Before conducting an ANCOVA, the researcher had done two assumption testing those were: a) testing the homogeneity of regression slopes and b) testing of equality of variance.

Testing the homogeneity of regression slopes

The homogeneity of regression slopes test was used to evaluate the interaction between the covariate and the factor (independent variable) in the prediction of the dependent variable. Pallant (2000) explains if the interaction is significant, the result of ANCOVA are not meaningful and ANCOVA should not be conducted. If the significant level for the interaction is less than or equal to 0.05, it means that the interaction is statistically significant, indicating that the assumption is violated. In accordance with the above data taken from "Group* Pretest" the significant value was 0.625 which was greater than 0.05, it was proved that the assumption of homogeneity of regression slope was not violated. Based on this finding ANCOVA analysis could be proceeded, (see appendix 1).

Testing of Equality of Variance

Levene's Test of Equality of Error Variances is used to check whether or not the assumption of equality of variance is violated. If the Significance value is greater than 0.05 the variances are homogenous, however if this value is smaller than 0.05 this means that the variances are not homogenous or in other words, the variances are different and that the assumption of equality of variances is violated (Pallant 2000). In this case the variances were homogenous, or the assumption of equality of variances was not violated, because the Sig. value was 0.73 which was greater than 0.05 (see appendix 2).

Testing hypothesis

As Pallant (2000) states, If the Sig. value is less than 0.05, than the groups (CLA

with Game and Conventional Group) differ significantly. Based on the above table (labeled Group on the SPSS output), evaluates the null hypothesis that the population adjusted means were equal. The results of the analysis indicated that the null hypothesis were rejected, $F(1, 115) = F 49.312, p = 0.000 < 0.05$. The test assessed the differences among the adjusted means for the two groups, which were reported in the Estimated Marginal Means box as 59,697^a with conventional method which was less than 73,626^a for CLA, (see appendix 3).

Estimated Marginal Means

Based on the Estimated Marginal Means, the alternative hypothesis saying that the students who were taught using CLA with Game achieved better vocabulary scores than those who were taught by conventional method was accepted, because the mean score for CLA was 73.626, which was much greater than 59,697 for conventional method, (see appendix 4).

DISCUSSION

This study obviously revealed that the Counselling Learning Approach (CLA) could significantly prove that the class of the first semester vocabulary students of STIE Perbanas Surabaya were able to learn and master more easily and quickly. These results was also similar with the study conducted by Rifai (2012) explaining that Counseling-Learning Approach could be used in the teaching English for foreign language learners, because in this approach, the teacher become a language counselor who is a skillful helper of the students in attempting to internalize another language, and of course the students first and second language are recommended to be used as a medium of instruction.

CONCLUSION

According to the research finding, it showed that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It means that there is different achievement on vocabulary those taught using CLA with scrabble game than those taught using conventional method. And based on the Estimated Marginal Means, the result is 73,626^a for Experimental Group (CLA) and 59,697 for control group (conventional method). It is proved that Counseling Learning Approach was more effective used in the teaching of vocabulary than those who were taught using conventional method. Or it can be said that there significant influence of using CLA with scrabble game in teaching vocabulary. On the other words, It can be concluded that teaching vocabulary using Counselling Learning Approach and scrabble game is adequate successful.

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APPENDIX 1

Dependent Variable: POST_TEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	5764,644 ^a	3	1921,548	16,493	,000
Intercept	40197,536	1	40197,536	345,027	,000
GROUP	256,564	1	256,564	2,202	,141
PRE_TEST	2,175	1	2,175	,019	,892
GROUP * PRE_TEST	28,036	1	28,036	,241	,625
Error	13281,627	114	116,506		
Total	545270,000	118			
Corrected Total	19046,271	117			

a. R Squared = ,303 (Adjusted R Squared = ,284)

APPENDIX 2

Dependent Variable: POST_TEST

F	df1	df2	Sig.
3,285	1	116	,073

APPENDIX 3

Tests of Between-Subjects Effects
Dependent Variable: POST_TEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	5736,608 ^a	2	2868,304	24,783	,000
Intercept	40174,259	1	40174,259	347,119	,000
PRE_TEST	2,684	1	2,684	,023	,879
GROUP	5707,176	1	5707,176	49,312	,000
Error	13309,663	115	115,736		
Total	545270,000	118			
Corrected Total	19046,271	117			

a. R Squared = ,301 (Adjusted R Squared = ,289)

APPENDIX 4

Dependent Variable: POST_TEST

GROUP	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
CONVENTIONAL	59,697 ^a	1,414	56,897	62,497
CLA with Game	73,626 ^a	1,390	70,873	76,379